History Log

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
11/1/2024 11:44:27 AM	Lori Soergel	Status changed to 'School Renewal Plan Completed'.	S
10/21/2024 2:53:21 PM	Brandi Bullock	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
10/2/2024 10:10:22 AM	Lori Soergel	Status changed to 'School Renewal Plan Completed'.	S
9/9/2024 11:17:47 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
8/2/2024 4:24:40 PM	Robert Flowers	Status changed to 'School Renewal Plan Superintendent Approved'.	S
7/2/2024 9:56:34 AM	Denise Mattson	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
7/2/2024 9:56:22 AM	Denise Mattson	Status changed to 'School Renewal Plan Completed'.	S
7/2/2024 9:55:26 AM	Denise Mattson	Status changed to 'School Renewal Plan Superintendent Returned Not Approved'.	S
6/17/2024 2:10:47 PM	Celestine LaVan	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
6/13/2024 12:29:29 PM	Lori Soergel	Status changed to 'School Renewal Plan Completed'.	S
4/25/2024 10:05:33 AM	Lori Soergel	Status changed to 'School Renewal Plan Started'.	S
2/28/2024 9:35:08 AM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- ○ School does not utilize Cognia
- ◉ School utilizes Cognia

*** Phase of Plan**

- ◉ Initial 5-year plan
- ○ Update 1
- ○ Update 2
- ○ Update 3
- ○ Update 4
- ○ Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

NA

School Plan Contact Information

*** Name**

Kim Bratt

*** Phone**

843.689.0400

*** Email**

kim.bratt@beaufort.k12.sc.us

*** Principal's Name**

Kim Bratt

*** Board of Trustees Chairperson's Name**

Christina Gwodzdz

*** Date of Plan Approval by the Board**

06/25/2024

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Kim Bratt

Teacher

Name	*	Catherine Hunt

Parent/Guardian

Name	*	Amy Kunkle

Community Member

Name	*	Barbara Tedford

School Level Administrators

Name	*	Lori Soergel

School Read to Succeed Literacy Leadership Team Lead

Name	*	Ashley Berryhill

School Read to Succeed Literacy Leadership Team Member

Name	*	Staci Hays

School Improvement Council Member(s)

Name	*	Amy Kunkle

School Gifted and Talented Coordinator

Name	* NA

School Federal Programs Coordinator

Name	* NA

Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

Vision: Hilton Head Island Early Childhood Center, in collaboration with the engaged community, is committed to actively ensuring that each learner develops his/her potential by providing an excellent education in a safe, nurturing, learning environment.

Mission Statement: Hilton Head Island Early Childhood Center will create an environment which promotes curiosity, exploration and self-expression where children are encouraged to become actively engaged in their own learning.

Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

2023-2024 Report Card Link:
https://screportcards.com/overview/?q=eT0yMDI0JnQ9UCZzaWQ9MDcwMTAzMQ

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Practices that positively impact Student Achievement, Teacher/Administrator Quality and School Climate	Barriers/Challenges	Next Steps
· Differentiated instruction · Literacy rich classrooms and take-home book program · Heggerty Phonological Awareness · ESGI for progress monitoring · Weekly PLC meetings (Admin attends) · Admin/teacher/staff relationships · LETRS Training (Teachers and Administrators) · Play Based Learning Training (Teachers and Administrators) · Extremely proficient instructional assistants · MTSS and Child Study	· Increase in newcomer ML level one students · Shift with how students with identified needs are being placed · Need a full-time Behavior Management Specialist (student behavior (eloping)) · Need a Social Worker · Student Attendance · Students entering school for the first time without identified needs (students have not received required interventions) · General Education teachers not properly trained to work with students with special needs (Teachers feeling a lack of support from admin with this challenge) · Parenting support (training)	· Scheduled Parent Events, Parent Liaison · PD from Student Services targeting special needs strategies · We have Mr. Davis for 1 full day and 2 half days · School Counselor has taken on much of these duties which includes attendance · PD from Student Services targeting special needs strategies and PD from HHIECC SPED and Speech Teachers · PD from Student Services targeting special needs strategies and PD from HHIECC SPED and Speech Teachers which include HHIECC leadership team

· Numerous resources · Monthly events for students and parents (community)		· Scheduled Parent Events, Parent Liaison

We know the importance of Student Achievement in the areas of Math and Reading to assure continued success for students.
Pre-Kindergarten: All of our PK students are identified as at-risk students by the DIAL and the questionnaire provided by the South Carolina Department of Education. We monitor pre-reading and math skills.

Kindergarten:
In examining students' scores on the iReady Diagnostic, we have the kindergarten performance scores noted below:

iReady Reading	Fall 2023	Winter 2023	Spring 2024
One Grade Level Below	80%	26%	10%
Early On Grade Level	16%	31%	24%
Mid or Above Grade Level	4%	43%	66%

Winter results showed 43% at Mid or Above Grade Level. Our goal is 45% by Spring 2024 which was exceeded with 66%.

iReady Math	Fall 2023	Winter 2023	Spring 2024
One Grade Level Below	85%	42%	17%
Early On Grade Level	8%	17%	16%
Mid or Above Grade Level	7%	41%	66%

Winter results showed 41% at Mid or Above Grade Level. Our goal is 45% by Spring 2024 which was exceeded with 66%.

Executive Summary of Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

We know the importance of student achievement in the areas of reading and math to assure continued success.

Pre-Kindergarten:
All of our PK students are identified as at-risk students by the DIAL and the questionnaire provided by the South Carolina Department of Education. We monitor pre-reading and math skills.

Kindergarten:
Our district requires the iReady reading and math assessments be given three times during the school year. We have noted our students' performance below:

We know the importance of Student Achievement in the areas of Math and Reading to assure continued success.

In examining students' on the iReady Diagnostic, we have the performance scores noted below:

iReady Reading	Fall 2023	Winter 2023	Spring 2024
One Grade Level Below	80%	26%	10%
Early On Grade Level	16%	31%	24%

Mid or Above Grade Level	4%	43%	66%

Winter results showed 43% at Mid or Above Grade Level. Our goal is 45% by Spring 2024 which was exceeded with 66%.

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One Grade Level Below	85%	42%	17%
Early On Grade Level	8%	17%	16%
Mid or Above Grade Level	7%	41%	66%

Winter results showed 41% at Mid or Above Grade Level. Our goal is 45% by Spring 2024 which was exceeded with 66%.

It is HHIECC's intention to strive for continual improvement. On the 2024 Fall iReady Reading diagnostic, 2% of students scored mid-Kindergarten or above. On the 2024 Fall iReady Math diagnostic, 6% of students scored mid-Kindergarten or above. By 2028-2029, 75% of our students will score at mid-kindergarten level or above in reading and math as assessed by the spring iReady diagnostic tests.

In 2024/2025, 67% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading and iReady Math diagnostic tests.

In 2025/2026, 69% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading and iReady Math diagnostic tests.

In 2026/2027, 71% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading and iReady Math diagnostic tests.

In 2027/2028, 73% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading and iReady Math diagnostic tests.

In 2028/2029, 75% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading and iReady Math diagnostic tests.

* Elementary/Middle (3-8)

NA

* High School (9-12)

NA

* Teacher/Administrator Quality

Beaufort County School District 2023/2024 Student Learning Objectives (SLO) End of Year Results was used. In 2023/2024, 83% of our Kindergarten teachers received an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success. Teachers revise their mid-year SLO to a higher goal if they have reached the original goal at mid-year. We want to also include all certified staff (teachers) in this goal moving forward.

In 2024/2025, at least 80% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

In 2025/2026, at least 85% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

In 2026/2027, at least 90% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

In 2027/2028, at least 95% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

In 2028/2029, 100% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

* School Climate

Hilton Head Island Early Childhood Center has a diverse population. It is important for all members of our school community to feel welcome, included, and valued. For the 2023/2024 school year, fifty-six percent of our families returned the Home Language Survey indicating that English is not the primary language spoken in their homes. With our continued increase of multi-lingual families each year, we will increase the number of parent programs targeting our non-English speaking families from four to eight over the next five years.

In 2024/2025, HHIECC will host four parent programs targeting our non-English speaking families.

In 2025/2026, HHIECC will host five parent programs targeting our non-English speaking families.

In 2026/2027, HHIECC will host six parent programs targeting our non-English speaking families.

In 2027/2028, HHIECC will host seven parent programs targeting our non-English speaking families.

In 2028/2029, HHIECC will host eight parent programs targeting our non-English speaking families.

Other (such as school priorities)

NA

* Gifted and Talented

NA

Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

It is HHIECC's intention to strive for continual improvement. On the 2024 Fall iReady Reading diagnostic, 2% of students scored mid-Kindergarten or above. By 2028-2029, 75% of our students will score at mid-kindergarten level or above in reading as assessed by the spring iReady diagnostic tests.

PM 1.1 At the beginning of the 2024/2025 school year, 85% of kindergarten students scored 1 grade level below on the iReady Reading Fall diagnostic test. In 2024/2025, 67% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests.

Analysis of Actual vs. Projected Data:

In 2024/2025, 67% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 1.1.1 Instructional coach will use book studies, coaching cycles, observations and individual classroom support as needed.

Evidence-Based Research:

https://ies.ed.gov/ncee/wwc/PracticeGuide/21 The above supports evidence based research concerning foundational reading skills

AS 1.1.1.1 Reading Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/30/2024

Estimated Completion Date:

5/30/2025

PM 1.2 In 2025/2026, 69% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests.

Analysis of Actual vs. Projected Data:

In 2025/2026, 69% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 1.2.1 Instructional coach will use book studies, coaching cycles, observations and individual classroom support as needed.

Evidence-Based Research:

https://ies.ed.gov/ncee/wwc/PracticeGuide/21 The above supports evidence based research concerning foundational reading skills

AS 1.2.1.1 Reading Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/29/2025

Estimated Completion Date:

5/29/2026

PM 1.3 In 2026/2027, 71% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests.

Analysis of Actual vs. Projected Data:

In 2026/2027, 71% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 1.3.1 Instructional coach will use book studies, coaching cycles, observations and individual classroom support as needed.

Evidence-Based Research:

https://ies.ed.gov/ncee/wwc/PracticeGuide/21 The above supports evidence based research concerning foundational reading skills

AS 1.3.1.1 Reading Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/28/2026

Estimated Completion Date:

5/28/2027

PM 1.4 In 2027/2028, 73% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests.

Analysis of Actual vs. Projected Data:

In 2027/2028, 73% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 1.4.1 Instructional coach will use book studies, coaching cycles, observations and individual classroom support as needed.

Evidence-Based Research:

https://ies.ed.gov/ncee/wwc/PracticeGuide/21 The above supports evidence based research concerning foundational reading skills

AS 1.4.1.1 Reading Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/27/2027

Estimated Completion Date:

5/26/2028

PM 1.5 In 2028/2029, 75% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests.

Analysis of Actual vs. Projected Data:

In 2028/2029, 75% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Reading diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 1.5.1 Instructional coach will use book studies, coaching cycles, observations and individual classroom support as needed.

Evidence-Based Research:

https://ies.ed.gov/ncee/wwc/PracticeGuide/21 The above supports evidence based research concerning foundational reading skills

AS 1.5.1.1 Reading Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/25/2028

Estimated Completion Date:

5/25/2029

2 Student Achievement*

Performance Goal:

It is HHIECC's intention to strive for continual improvement. On the 2024 Fall iReady Math diagnostic, 6% of students scored mid-Kindergarten or above. By 2028-2029, 75% of our students will score at mid-kindergarten level or above in math as assessed by the spring iReady diagnostic tests.

PM 2.1 At the beginning of the 2024/2025 school year, 88% of kindergarten students scored 1 grade level below on the iReady Math Fall diagnostic test. In 2024/2025, 67% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

Analysis of Actual vs. Projected Data:

In 2024/2025, 67% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 2.1.1 Instructional coach will utilize observations, individual classroom support, and coaching cycles as needed.

Evidence-Based Research:

Teaching Math to Young Children from What Work's Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_empg_summary_020714.pdf

AS 2.1.1.1 Math Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/30/2024

Estimated Completion Date:

5/30/2025

PM 2.2 In 2025/2026, 69% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

Analysis of Actual vs. Projected Data:

In 2025/2026, 69% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 2.2.1 Instructional coach will utilize observations, individual classroom support, and coaching cycles as needed.

Evidence-Based Research:

Teaching Math to Young Children from What Work's Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_empg_summary_020714.pdf

AS 2.2.1.1 Math Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/29/2025

Estimated Completion Date:

5/29/2026

PM 2.3 In 2026/2027, 71% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

Analysis of Actual vs. Projected Data:

In 2026/2027, 71% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 2.3.1 Instructional coach will utilize observations, individual classroom support, and coaching cycles as needed.

Evidence-Based Research:

Teaching Math to Young Children from What Work's Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_empg_summary_020714.pdf

AS 2.3.1.1 Math Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/28/2026

Estimated Completion Date:

5/28/2027

PM 2.4 In 2027/2028, 73% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

Analysis of Actual vs. Projected Data:

In 2027/2028, 73% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 2.4.1 Instructional coach will utilize observations, individual classroom support, and coaching cycles as needed.

Evidence-Based Research:

Teaching Math to Young Children from What Work's Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_empg_summary_020714.pdf

AS 2.4.1.1 Math Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/27/2027

Estimated Completion Date:

5/26/2028

PM 2.5 In 2028/2029, 75% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

Analysis of Actual vs. Projected Data:

In 2028/2029, 75% of our kindergarten students will score at mid-kindergarten level or above on the Spring iReady Math diagnostic tests. Analysis will occur during School Renewal Plan review for this year.

S 2.5.1 Instructional coach will utilize observations, individual classroom support, and coaching cycles as needed.

Evidence-Based Research:

Teaching Math to Young Children from What Work's Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_empg_summary_020714.pdf

AS 2.5.1.1 Math Student Achievement

Action Step:

Instructional coach will guide teachers through observations and individual classroom support as needed.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/25/2028

Estimated Completion Date:

5/25/2029

3 Teacher/Administrator Quality*

Performance Goal:

Beaufort County School District 2023/2024 Student Learning Objectives (SLO) End of Year Results were used. In 2023/2024, 83% of our Kindergarten teachers received an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success. Teachers revise their mid-year SLO to a higher goal if they have reached the original goal at mid-year. We want to also include all certified staff (teachers) in this goal moving forward. By 2028/2029, 100% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review with year long monitoring and mid-year adjustments as needed.

PM 3.1 In 2024/2025, at least 80% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

Analysis of Actual vs. Projected Data:

The projection in 2024/2025 is at least 80% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review.

S 3.1.1 Mid-year conference and review of SLO.

Evidence-Based Research:

https://www.air.org/sites/default/files/downloads/report/Art-and-Science-of-Student-Learning-Objectives-April-2015.pdf

AS 3.1.1.1 SLO

Action Step:

Use data and collaboration to create and review the SLO.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/30/2024

Estimated Completion Date:

5/30/2025

PM 3.2 In 2025/2026, at least 85% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

Analysis of Actual vs. Projected Data:

The projection in 2025/2026 is at least 85% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review.

S 3.2.1 Mid-year conference and review of SLO.

Evidence-Based Research:

https://www.air.org/sites/default/files/downloads/report/Art-and-Science-of-Student-Learning-Objectives-April-2015.pdf

AS 3.2.1.1 SLO

Action Step:

Use data and collaboration to create and review the SLO.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/29/2025

Estimated Completion Date:

5/29/2026

PM 3.3 In 2026/2027, at least 90% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

Analysis of Actual vs. Projected Data:

The projection in 2026/2027 is at least 90% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review.

S 3.3.1 Mid-year conference and review of SLO.

Evidence-Based Research:

https://www.air.org/sites/default/files/downloads/report/Art-and-Science-of-Student-Learning-Objectives-April-2015.pdf

AS 3.3.1.1 SLO

Action Step:

Use data and collaboration to create and review the SLO.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/28/2026

Estimated Completion Date:

5/28/2027

PM 3.4 In 2027/2028, at least 95% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness

is the number one indicator of student success.

Analysis of Actual vs. Projected Data:

The projection in 2027/2028 is at least 95% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review.

S 3.4.1 Mid-year conference and review of SLO.

Evidence-Based Research:

https://www.air.org/sites/default/files/downloads/report/Art-and-Science-of-Student-Learning-Objectives-April-2015.pdf

AS 3.4.1.1 SLO

Action Step:

Use data and collaboration to create and review the SLO.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/27/2027

Estimated Completion Date:

5/26/2028

PM 3.5 In 2028/2029, 100% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review. HHIECC's goal is to increase student performance by examining year-end teacher performance. Teacher effectiveness is the number one indicator of student success.

Analysis of Actual vs. Projected Data:

The projection in 2028/2029 is 100% of our teachers completing a Student Learning Objective will receive an Exemplary rating on their final Student Learning Objective (SLO) review.

S 3.5.1 Mid-year conference and review of SLO.

Evidence-Based Research:

https://www.air.org/sites/default/files/downloads/report/Art-and-Science-of-Student-Learning-Objectives-April-2015.pdf

AS 3.5.1.1 SLO

Action Step:

Use data and collaboration to create and review the SLO.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/25/2028

Estimated Completion Date:

5/25/2029

4 School Climate*

Performance Goal:

By 2028/2029, HHIECC will host eight parent programs targeting our non-English speaking families. In the 2023/2024 school year, 60.18% of our students were Hispanic. With the likelihood of a continued rise in the number of multi-lingual families each year, we will increase the number of parent programs targeting our non-English speaking families from four to eight over the next five years.

PM 4.1 In 2024/2025, HHIECC will host 4 parent programs targeting our non-English speaking families.

Analysis of Actual vs. Projected Data:

Our projection for 2024/2025 is to host 4 parent programs targeting our non-English speaking families.

S 4.1.1 Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the programs that will take place at HHIECC during the school year.

Evidence-Based Research:

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

AS 4.1.1.1 Family Programs

Action Step:

Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the 4 programs that will take place at HHIECC during the school year.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/30/2024

Estimated Completion Date:

5/30/2025

PM 4.2 In 2025/2026, HHIECC will host 5 parent programs targeting our non-English speaking families.

Analysis of Actual vs. Projected Data:

Our projection for 2025/2026 is to host 5 parent programs targeting our non-English speaking families.

S 4.2.1 Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the programs that will take place at HHIECC during the school year.

Evidence-Based Research:

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

AS 4.2.1.1 Family Programs

Action Step:

Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the 5 programs that will take place at HHIECC during the school year.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/29/2025

Estimated Completion Date:

5/29/2026

PM 4.3 In 2026/2027, HHIECC will host 6 parent programs targeting our non-English speaking families.

Analysis of Actual vs. Projected Data:

Our projection for 2026/2027 is to host 6 parent programs targeting our non-English speaking families.

S 4.3.1 Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the programs that will take place at HHIECC during the school year.

Evidence-Based Research:

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

AS 4.3.1.1 Family Programs

Action Step:

Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the 6 programs that will take place at HHIECC during the school year.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/28/2026

Estimated Completion Date:

5/28/2027

PM 4.4 In 2027/2028, HHIECC will host 7 parent programs targeting our non-English speaking families.

Analysis of Actual vs. Projected Data:

Our projection for 2027/2028 is to host 7 parent programs targeting our non-English speaking families.

S 4.4.1 Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the programs that will take place at HHIECC during the school year.

Evidence-Based Research:

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

AS 4.4.1.1 Family Programs

Action Step:

Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the 7 programs that will take place at HHIECC during the school year.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/27/2027

Estimated Completion Date:

5/26/2028

PM 4.5 In 2028/2029, HHIECC will host 8 parent programs targeting our non-English speaking families.

Analysis of Actual vs. Projected Data:

Our projection for 2028/2029 is to host 8 parent programs targeting our non-English speaking families.

S 4.5.1 Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the programs that will take place at HHIECC during the school year.

Evidence-Based Research:

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

AS 4.5.1.1 Family Programs

Action Step:

Utilize family liaison and bilingual liaison to identify targeted areas of need to develop the 8 programs that will take place at HHIECC during the school year.

Person Responsible:

Kim Bratt

Estimated Begin Date:

8/25/2028

Estimated Completion Date:

5/25/2029

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* Yes	**Academic Assistance, PreK-3**
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* N/A	**Academic Assistance, Grades 4-12**
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Parent Involvement**
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes	**Staff Development**
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes	**Technology**
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	**Innovation**
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes	**Collaboration**
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes	**Developmental Screening**
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* Yes	**Half-Day Child Development**
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Waiver

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

Not Applicable

Related Documents

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

Optional Documents		
Type	**Document Template**	**Document/Link**
Additional Documentation	N/A	Executive Summary HHIECC

Checklist

0701 - Beaufort County School District (0701) Public District - FY 2025 - Hilton Head Island Early Childhood Center (0701031) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

1. Plan Information and stakeholders	Approved	Pat Ciccantelli	9/9/2024 11:17:41 AM
1.01 Information is complete and appropriate.			
2. Needs Assessment	Not Approved	Pat Ciccantelli	9/9/2024 11:17:41 AM
2.01 Needs assessment link is correct			☐
2.02 Needs assessment is clear, thorough and appropriate.			☑
The School Report Card link in this section is for the 21-22 school year data. Update the link to the 22-23 school year report card data.			
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Not Approved	Pat Ciccantelli	9/9/2024 11:17:42 AM
3.01 All required goal areas have been addressed.			☑
3.02 Goal statements are complete and appropriate.			☐
3.03 Goals have all required parts completed.			☑
3.04 Action steps are complete and appropriate.			☑
Many of the goal statements do not contain the benchmark data. It is included in various areas of the plan, but the goal statement must include the benchmark data point.			
4. Read to Succeed	Not Applicable	Pat Ciccantelli	9/9/2024 11:17:42 AM
4.01 Responses are complete, thorough and appropriate.			
5. Assurances	Approved	Pat Ciccantelli	9/9/2024 11:17:42 AM
5.01 Responses are complete, thorough and appropriate			
6. Related Documents	Approved	Pat Ciccantelli	9/9/2024 11:17:42 AM
6.01 If applicable, uploaded documents are correct and appropriate.			